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ABSTRACT

This booklet is a participant's handbook for playing the Valleybrook Elementary School-Lakemont High School Simulation Game. In this game, the participant tries to deal with simulated problems faced in desegregated schools. The participant either plays the role of Terry Patterson, a new fifth grade teacher in Valleybrook Elementary School, or that of Sandy Johnson, new teacher at Lakemont High School. Information presented to the participant in this booklet includes excerpts from faculty handbooks and student cumulative records. Additional information comes from (1) filmed orientation meetings and follow-up role-play sessions with the principals of Valleybrook, Lakemont, or of Valleybrook and Lakemont, (2) the content of the filmed and pencil-and-paper problems themselves, and (3) supplementary written information. A separate workbook of problems for the participant is also included. (Author/JW)

ED0 44464

PARTICIPANT'S HANDBOOK
for
SOLVING MULTI-ETHNIC PROBLEMS:

A Simulation Game for
Elementary and High School Teachers

originated by

Dr. Frederick P. Venditti

Director, Educational Opportunities Planning Center
University of Tennessee

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FREDERICK P. VENDITTI has been an innovator in the field of education for the past twenty years. He has served as Director of the Educational Opportunities Planning Center at the University of Tennessee since its creation in 1966 and, in this position, is responsible for planning and participating in inservice education for teachers working in desegregated schools. He has served as a consultant to the U.S. Department of Justice on desegregation and to the Equal Educational Opportunities Program of the U.S. Office of Education.

Currently Associate Professor of Educational Administration at the University of Tennessee, Dr. Venditti has also been a teacher and administrator on the elementary and high school levels. He has published articles in such educational journals as *The Educational Forum*, *Journal of Social Psychology*, and *Journal of Negro Education*, among many others, and is the co-author of a series of handbooks on early childhood education.

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Frederick P. Venditti

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INTRODUCTION

This booklet contains information that may be helpful to you as you deal with the problems you will face as Terry Patterson, new fifth grade teacher in the Valleybrook Elementary School, and/or as Sandy Johnson, new teacher at Lakemont High School. This information will be found in part in excerpts from the Valleybrook Elementary School and Lakemont High School faculty handbooks and in part in student cumulative records for boys and girls who figure prominently in certain of the problem situations you will confront. Additional information bearing on these problems comes from three other sources: (1) filmed orientation meeting(s) and follow-up role-play session(s) you have had or will have with the principal(s) of the Valleybrook and/or Lakemont schools, (2) the content of the filmed and pencil-and-paper problems themselves, and (3) supplementary written information provided at appropriate times in connection with special role-play problems with which you may deal.

Excerpts from the faculty handbook of the Valleybrook Elementary School and the student cumulative records relevant to the Valleybrook problems will be found in the first section of this booklet. Equivalent information relating to the Lakemont High School problems is included in the second section of the booklet.

I. VALLEYBROOK ELEMENTARY SCHOOL INFORMATION

Excerpts from the Faculty Handbook

OBJECTIVES OF VALLEYBROOK SCHOOL

1. To consider the mental, emotional, spiritual and physical well-being of each child in our relationship with him.
2. To help each child develop to the fullest of his ability.
3. To encourage each child to think clearly, carefully, constructively, and critically; to develop a method of inquiry.
4. To determine "where the child is" and lead him as far in his skill subjects as his native ability and our teaching skills and resources allow.
5. To help develop a well-rounded child by exposing him to many varied and rich experiences—both firsthand and vicarious.
6. To develop moral and spiritual values and a capacity for human relationships within each child that are desirable by the standards of our society.
7. To help each child to develop an understanding and a sincere appreciation of science, art, music, literature.
8. To encourage each child to pursue his special interests and make worthy use of leisure time.
9. To seek the cooperation of parents and the community in carrying out vital educational tasks.
10. To develop an appreciation for our heritage and a love for the American way of life.

A "THUMBNAIL" SKETCH OF THE SCHOOL AND SCHOOL COMMUNITY

Valleybrook is a school with an enrollment of approximately 500 students in grades 1-6. The building, constructed in the early 1950's, houses 18 regular classrooms, a cafeteria, a gymnasium-auditorium, a library, a health room, a guidance room, a teachers' lounge, and administrative offices.

The school serves a racially and ethnically mixed residential neighborhood, but most Negro families residing in the Valleybrook zone are concentrated in a low-income housing project located immediately to the east of the school. Reflective of the school community's population, approximately 60% of Valleybrook's pupil enrollment is white, approximately 30% is Negro, and approximately 10% is composed of children from other minority groups.

A majority of the breadwinners in the homes of Valleybrook pupils are semi-skilled or skilled blue collar factory workers or tradesmen. A fairly sizeable number are "domestics," and a relatively smaller number are white collar or self-employed workers. In approximately one-fourth of the families served by Valleybrook, both parents are employed; roughly another fourth of the families is receiving public assistance, chiefly in the form of Aid to Dependent Children.

Valleybrook operates a graded program conducted on a self-contained classroom basis by an integrated staff of eighteen regular classroom teachers. (An effort is made to maintain a ratio of Negro-to-white staff members at Valleybrook that is as nearly as possible equivalent to the pupil race ratio of the school.) Valleybrook's regular force of classroom teachers is assisted by the following specialized personnel: a full-time principal; a full-time librarian; a part-time counselor and a part-time speech-therapist, each of whom spends three half-days weekly in the school; and an instrumental music teacher who works three half-days weekly in the building. Two paraprofessionals, both teacher aides, round out the staff. One assists the primary grade teachers in conducting remedial reading activities; the other plans and supervises organized physical education activities for each regular teacher during one of her class's two daily recess periods.

Overall, Valleybrook has been and is presently representative of that type of traditional elementary school which has served its pupils so long and well within the framework of the American public school system. Complacency does not reign at Valleybrook, however. The school staff is cognizant of the need to implement promising educational innovations—organizational, curricular, instructional—appearing on the educational scene and will expand and accelerate the efforts begun last year to explore and, if investigation warrants, put into early operation an "ungraded" or "continuous program."

CONFERENCES — INDIVIDUAL AND GROUP

Each teacher is requested to arrange an individual parent conference at least once a year. Most teachers will find it possible to have some of these conferences during the day. After-school sessions will be necessary in some instances, however, in order to involve all parents in these vital meetings.

If it is not possible to arrange a school conference, it may be necessary to visit the child's home. Such conferences are valuable; you may learn much from observing the home setting. . . . it creates much better parental feeling when you contact a parent just to discuss the child rather than to wait until something goes wrong and there is trouble. This is a good way to show your sincere interest in the child. Parent conferences should start soon after the first grade period, but there may be times when the teacher may feel an earlier conference is necessary. Invitations and report forms are in the office.

In the fall, each teacher is requested to arrange a group conference inviting all the parents of her children, at one time, to discuss openly and freely the year's program. (Do *not* get into discussion of individual problems at this time.) This conference will be discussed at a faculty meeting a month prior to the conferences to aid the teachers in preparing a meaningful program.

DISCIPLINARY ACTION ROUTINE

Teachers should handle the majority of discipline problems in their rooms. In the few cases where you need outside help, do the following:

1. Try to work out disciplinary problems in ways not requiring physical punishment. Use all the ingenuity and originality at your command.
2. If this fails and you wish to have someone in the Administration made aware of the case, ask for an appointment to discuss the problem with the principal without the child present.
3. If you have done the above and have tried your best to put advice given into operation, but without success, let the principal know so that he can set up a conference with the parents, the pupil, and yourself.
4. If this does not bring a successful conclusion to the case (as it usually does), then the case should be referred, for help, with the consent of the principal, to the proper source (e.g., our health coordinator, psychologist, Speech Correction Clinic, medical advisors, Society for the Prevention of Cruelty to Children, or Children's Court.) It then becomes a "referral case" and psychi-

atric and physical examinations may be given in the attempt to determine the nature of the problem and the best possible solutions. NOTICE THAT THE PREVIOUS PARAGRAPHS AT NO TIME STATE THAT IT IS ALL RIGHT TO SEND THE PUPIL TO THE OFFICE ALONE FOR ANY DISCIPLINARY ACTION. If the children are sent alone to the office, they will be returned to their rooms in every instance—pending principal-teacher conferences which will give the necessary facts on which to act.

HEALTH ROOM

No child should be sent to the health room unless accompanied by another child or an adult. The principal should be informed of the child's illness, and it is *his* responsibility to inform the parent.

PARENT-TEACHER ORGANIZATION

Each teacher is expected to join the P.T.A. The meetings are held on the second Tuesday of each month. Each teacher is urged to attend.

PROFESSIONAL ORGANIZATIONS

All teachers are expected to join the local Teachers' Association.

RECORD KEEPING

. . . a permanent record for each child is kept in the office. . . . a cumulative record file on each child is kept by his teacher in the classroom. Please fill in all forms accurately, completely, and legibly with blue or black ink and keep these up-to-date. Pass them on to the next teacher at the end of the school year.

REFERRALS

All referrals for speech, health, testing, therapy, guidance, and physical or mental handicaps should originate with the classroom teacher. These cases should be referred to the principal or guidance counselor. Appropriate forms will be provided by the counselor.

REPORTING TO PARENTS

... the report card can never completely be effective as the sole method of communication between home and school concerning the child's development. Other procedures, i.e., parent-teacher conferences, pupil self-evaluation forms, folders of pupil self-evaluation forms, folders of pupil's classroom work, notes to parents, and telephone calls should be used to develop complete communication.

Gifted and high-achieving pupils should be challenged fully by the instructional program, and the grades earned by these pupils should reflect this fact.

The grading system should never penalize the slow learner or culturally disadvantaged children who may be exerting maximum effort—without avail—to achieve a standard equal to the majority of the children in the classroom.

A consistent grading system should be based on standards which are understood mutually by parents, teachers, and pupils. The Valleybrook grading system is based upon instructional objectives in the different subject areas at the various grade levels.

INTERPRETATION OF GRADES

The report cards for the primary grades, 1-3, are to show the following letters and descriptive adjectives:

- E — Excellent
- S — Satisfactory
- NP — Needs to Progress

The report cards for grades 4-6 are to show letter grades with descriptive adjectives as follows:

- A — Excellent
- B — Good
- C — Average
- D — Lowest Acceptable Average
- F — Failure

Grades are to be awarded on the basis of individual attainment.

SENDING A CHILD HOME

It shall be the exclusive responsibility of the principal to excuse children from school. A teacher is never to excuse a child from school without the principal's approval.

SUPERVISORY PROGRAM

As one means of working for the improvement of instruction, it is the District's policy that each principal will visit each probationary teacher two times a year and each tenure teacher once every other year. Each visit will be written up on the Classroom Visitation Report Form. A conference with each teacher will follow each visit.

**STUDENT CUMULATIVE RECORDS
VALLEYBROOK ELEMENTARY SCHOOL**

BOYS

**ALLEN, Clyde Tommy
HAYES, Christopher William (Billy)
KEELER, George Larry
RICK, John David
WILLIAMS, George P.**

GIRLS

**JAMES, Flora
JONES, Sally
WOLFE, Suzy**

(2W)

STUDENT'S NAME ALLEN Clyde Tommy (M) F Age as of September 1
(Last) (Middle) (First) Years 10 Mos. 8
ADDRESS 75 Hamilton Birthplace Washington, D.C. Telephone No. 854-4314

ACADEMIC ACHIEVEMENT

Grade	School	Teacher	Language Arts			Social Studies	Arith	Science	Health	Music/Art	Phy. Ed.
			Readg.	Wrtg.	Splg. Eng.						

READINESS TESTS

Test	Grade	Form	C.A.	Reading	Numbers	Total	Percentile Rank

TEST RECORD - GENERAL

Grade	Test	Form	C.A.	M.A.	I.Q.	A.Q. (Grade Equiv.)	Percentile Rank

10/11

PREVIOUS SCHOOLS ATTENDED

PREVIOUS SCHOOLS ATTENDED

FAMILY AND PERSONAL DATA

FAMILY AND PERSONAL DATA

(2w)

[illegible]

TEACHER COMMENTS

Entered school March 12, 1967.

Quiet child - absent a great deal. Poor reader. Tommy is having a great deal of trouble.

(5C) STUDENT'S NAME HAYES Christopher William (M) F Age as of September 1 4
 (Last) (Middle) (First) Sex Years 10 Mos. 4
 ADDRESS 251 Hamilton Ave. Birthplace Lakemont Telephone No. 854-9253

ACADEMIC ACHIEVEMENT

Grade	School	Teacher	Language Arts			Social Studies	Arith.	Science	Health	Music/Art	Phy. Ed.
			Readg.	Wrtg.	Splg. Engl.						
4		Lyons	C	C	C	D	D	C	C	C	C

READINESS TESTS

Test	Grade	Form	C.A.	Reading	Numbers	Total	Percentile Rank

TEST RECORD - GENERAL

Grade	Test	Form	C.A.	M.A.	I.Q.	A.Q. (Grade Equiv.)	Percentile Rank

(5C)

ATTENDANCE

PREVIOUS SCHOOLS ATTENDED

Grade	1	2	3	4	5	6	Grade
Days Absent				17			
Total No. of Days Possible				177			
Promotion Yes/No							4
No record Grades 1 - 3 Sunny Knoll							

FAMILY AND PERSONAL DATA

	Name	Occupation	Education	Siblings	Age
Father				Alexander	12
Mother	Charlotte	Restaurant - Dishwasher		Elizabeth	2
Step-parent or Guardian	Fred - Stepfather	Furniture Plant-Laborer		John	5 wks.

HOME AND FAMILY BACKGROUND: Note any home or family conditions (language spoken, decease of either parent, health) which may be significant in understanding the child.

HEALTH CONDITIONS: Note any health conditions (physical handicaps, injuries, operations, etc.) which may be significant in understanding the child.

Father deceased. Grandmother lives with family - financially underprivileged.

STANFORD ACHIEVEMENT TEST RECORD

(5C)

Grade	W. Mean- ing			Para. Meaning			Spelling			W. Study Skills			Language			Arith. Com- putation			Arith. Concepts			Arith. Appl.			Social Studies			Science		
	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S
4	4.6	66	6	4.3	56	5	4.0	46	5	5.3	60	6	3.2	26	4	4.3	34	4	4.0	50	5	4.4	58	5	4.2	54	5	4.2	54	5

TEACHER COMMENTS

Tardy a great deal - little interest

in school. Billy is a fairly good reader

but a poor student. His biggest fault is

lack of motivation.

Patricia Lyons - grade four

(1W) STUDENT'S NAME KEELER George Larry (M) F Age as of September 1
 (Last) (Middle) (First) Sex Years 10 Mos. 2
 ADDRESS 164 Hopkins Circle Birthplace Winslow Telephone No. 854-7211

ACADEMIC ACHIEVEMENT

Grade	School	Teacher	Language Arts			Social Studies	Arith.	Science	Health	Music/Art	Phy. Ed.
			Readg.	Wrtg.	Splg. Enlg.						
1		Smith	S+	S+	S		E	✓		✓	✓
2		Love	E	E	E		S+	S	S	S	S
3		Hall	E-	S+	E-	S+	E-	S+	S+	S	S
4		Rose	B	B	A	B	B	B	B	S	B-

READINESS TESTS

Test	Grade	Form	C.A.	Reading	Numbers	Total	Percentile Rank
Metropolitan	1	S	6-3	High Normal	High Normal	High Normal	79

TEST RECORD - GENERAL

Grade	Test	Form	C.A.	M.A.	I.Q.	A.Q. (Grade Equiv.)	Percentile Rank
1	Metropolitan	B	6-11			1.8	81
3	Lorge-Thorndike	A	8-3	9-2	107		62

ATTENDANCE

PREVIOUS SCHOOLS ATTENDED

(1W)

	Grade	1	2	3	4	5	6	Grade
Days Absent / Total No. of Days Possible		17	20	11	15			1-3
		175	175	175	175			
Promotion Yes/No		Yes	Yes	Yes	Yes			

Ridgecrest

FAMILY AND PERSONAL DATA

	Name	Occupation	Education	Siblings	Age
Father	Raymond	Bristol Plastics		Phillip	17
Mother	Martha	Housewife			
Step-parent or Guardian					

HOME AND FAMILY BACKGROUND: Note any home or family conditions (language spoken, decrease of either parent, health) which may be significant in understanding the child.

HEALTH CONDITIONS: Note any health conditions (physical handicaps, injuries, operations, etc.) which may be significant in understanding the child.

Parents are Jehovah's Witness --

Larry, therefore, is not allowed to salute the flag or participate in school parties.

24/25

STANFORD ACHIEVEMENT TEST RECORD

(1W)

Grade	W. Mean- ing		Para. Meaning		Spelling		W. Study Skills		Language		Arith.Com- putation		Arith. Concepts		Arith. Appl.		Social Studies		Science								
	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S						
3	4.7	70	6	3.8	40	5	3.6	30	4	5.2	66	6	4.8	66	6	3.7	34	4	5.0	74	6	4.0	42	5	4.2	54	5
4	6.1	88	7	5.7	76	6	6.2	84	7	7.9	96	9	6.0	77	7	5.3	76	6	6.5	92	8	6.9	92	8	5.4	72	6

TEACHER COMMENTS

Interested in school - works cooperatively with his classmates.	do better if he were not absent so frequently.
Mary Smith - grade one	Quiet child.
Missed a total of one month.	Phyllis Hall - grade three
Helen Love - grade two	Intelligent child - reads a good year above the level of his class. Very quiet and shy. Made great improvement this year.
Does excellent work; however, could	Interests: Plays drum in brother's rock and roll band.

26/27

(11W) STUDENT'S NAME RICK (Last) John (Middle) David (First) (M) F Sex 10 Years 0 Mos. 0 Age as of September 1
 ADDRESS 120 Hamilton Ave. Birthplace Hawaii Telephone No. 854-6560

ACADEMIC ACHIEVEMENT

Grade	School	Teacher	Language Arts			Social Studies	Arith.	Science	Health	Music/Art	Phy. Ed.
			Readg.	Wrtg.	Spplg.						
2		Simpson	N	N	S	N		N-	S-	S-	S
3		Winston	B-	B	B	B		C-	B	✓	✓
4		Hester	B+	B	A-	B-		C-	B	✓	✓

READINESS TESTS

Test	Grade	Form	C.A.	Reading	Numbers	Total	Percentile Rank

TEST RECORD - GENERAL

Grade	Test	Form	C.A.	M.A.	I.Q.	A.Q. (Grade Equiv.)	Percentile Rank
3	Large - Thorndike	A	8.3	8.8	104		51

(11W)

ATTENDANCE

PREVIOUS SCHOOLS ATTENDED

Days Absent	Grade						Grade
	1	2	3	4	5	6	
Total No. of Days Possible		0	0	3			
Promotion Yes/No		175	175	177			
		Soc.	Yes	Yes			
							2-4

No record - Grade 1

Rock Stream

FAMILY AND PERSONAL DATA

	Name	Occupation	Education	Siblings	Age
Father	Timothy	Parker Construction	high school	Tom Sue	12 9
Mother	Eleanor	Hosiery mill	high school	Brenda James Linda	7 5 4
Step-parent or Guardian					

HOME AND FAMILY BACKGROUND: note any home or family conditions (language spoken, decease of either parent, health) which may be significant in understanding the child.

HEALTH CONDITIONS: Note any health conditions (physical handicaps, injuries, operations, etc.) which may be significant in understanding the child.

Family has financial problems. Father

Complains of little aches and pains. Doesn't appear

was in the Army. David was born in

to feel up to par. Anemic (?)

Honolulu while the family was stationed

there.

Father is reported to be former member of

the White Citizen's Council.

30/31

(11W)

STANFORD ACHIEVEMENT TEST RECORD

Grade	W. Mean- ing			Para. Meaning			Spelling			W. Study Skills			Language putation			Arith. Com- putation			Arith. Concepts			Arith. Appl.			Social Studies			Science		
	GE	PR	S	GE	PR	S	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	
4	4.3	62	6	2.7	11	3	3.6	30	4	2.9	28	4	3.2	26	4	2.7	6	2	2.2	6	2	2.7	4	2	3.6	30	4	4.9	72	6

TEACHER COMMENTS

Withdrawn - not liked by other

children; not happy in school.

Natalie Simpson - grade two

Home problems have kept David upset
all year. Complains others pick on him.

Harriet Winslow - grade three

Comes in early to talk to teacher.

Likes extra attention. Classmates think David

is a nuisance. Poor coordination. Some progress
in attitude and emotional stability.

Hester - grade four

(8C) STUDENT'S NAME WILLIAMS P. GEORGE (M) F Age as of September 1 1
 (Last) (Middle) (First) Sex 11 Mos. 2
 ADDRESS 211 Main Street Birthplace Lincoln Telephone No. 854-6065

ACADEMIC ACHIEVEMENT

Grade	School	Teacher	Language Arts			Social Studies	Arith.	Science	Health	Music/Art	Phy. Ed.
			Readg.	Wrtg.	Splg. Eng.						
1		Lynton	U	U	U		U				
1		Johnson	S	S	S		C	C	C	B	B
2		Hall	D	C	D		C	C	C	B	A
3		Simons	D	F	C	C	C	C	C	B	A
4		Nelson	C	C	D	D	F	C	D		A

READINESS TESTS

Test	Grade	Form	C.A.	Reading		Numbers	Total	Percentile Rank
				Average	Average			
Metropolitan	1	S	6.2			Average	Average	50

TEST RECORD - GENERAL

Grade	Test	Form	C.A.	M.A.	I.Q.	A.Q. (Grade Equiv.)	Percentile Rank
1	Lorge-Thorndike	B	6.10	5.7	84		23
2	"	A	7.9	6.11	91		

(8C)

STANFORD ACHIEVEMENT TEST RECORD

Grade	W. Mean- ing			Para. Meaning			Spelling			W. Study Skills			Language			Arith.Com- putation			Arith. Concepts			Arith. Appl.			Social Studies			Science		
	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S			
	3.1	11	3	3.4	20	3	3.4	14	3	1.8	1	1	3.0	12	3	4.4	40	5	3.3	18	3	3.4	12	3	3.2	1	1	3.5	11	3
4																														

TEACHER COMMENTS

Child is restless. Does his work only after much direction from teacher.

Jean Lynton - grade one

George was retained in grade one. He is a slow student and lacks interest in school.

Phyllis Hall - grade two

Living with mother. George is a restless and aggressive child. Works carelessly - needs much help and encouragement.

Elaine Simons - grade three

George is a poor student and is constantly disrupting the class. However, he is a good

child and is liked by his classmates. Difficult to motivate child in anything. He has been truant a number of times this year.

Kim Nelson - grade four

Interests and activities: Art, football.

(21C) STUDENT'S NAME JAMES Flora M (F) Age as of September 1
 (Last) (Middle) (First) Sex Years 9 Mos. 9
 ADDRESS 407 Hopkins Circle Birthplace Watson Telephone No. 854-1112

ACADEMIC ACHIEVEMENT

Grade	School	Teacher	Language Arts			Social Studies	Arith.	Science	Health	Music/Art	Phy. Ed.
			Readg.	Wrtg.	Splg.						
4		Lyons	B	A	B	B	B	B	B	✓	B

READINESS TESTS

Test	Grade	Form	C.A.	Reading	Numbers	Total	Percentile Rank

TEST RECORD - GENERAL

Grade	Test	Form	C.A.	M.A.	I.Q.	A.Q. (Grade Equiv.)	Percentile Rank

(21C)

ATTENDANCE

PREVIOUS SCHOOLS ATTENDED

Days Absent	Total No. of Days Possible	Grade						Grade
		1	2	3	4	5	6	
					3			
					73			
Promotion Yes/No					Yes			

No records before grade four

FAMILY AND PERSONAL DATA

	Name	Occupation	Education	Siblings	Age
Father	Richard	Construction worker		Robert	8
Mother	Catherine	Housewife		Diane	3
Step-parent or Guardian				Deborah	2 Mos.

HOME AND FAMILY BACKGROUND: Note any home or family conditions (language spoken, decease of either parent, health) which may be significant in understanding the child.

HEALTH CONDITIONS: Note any health conditions (physical handicaps, injuries, operations, etc.) which may be significant in understanding the child.

Child is overweight.

12/43

STANFORD ACHIEVEMENT TEST RECORD

(21C)

Grade	W. Mean- ing			Para. Meaning			Spelling			W. Study Skills			Language			Arith. Com- putation			Arith. Concepts			Arith Appl.			Social Studies			Science		
	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S
4	3.9	32	4	4.7	52	5	3.6	18	3	3.1	26	4	5.9	76	6	5.4	80	7	4.1	34	4	4.2	40	5	4.2	34	4	4.1	30	4

TEACHER COMMENTS

A quiet, unnoticed child - an average student. Very interested and excels in science and social studies. Child was behind in everything when she came late in the school year from a segregated Negro school, but soon began to catch up. Sensitive and easily hurt.

Patricia Lyons - grade four

Interests and activities: Won citizenship essay.

Patricia Lyons - grade four

(18W) STUDENT'S NAME JONES (Last) Sally (Middle) (First) M (F) Sex Years 11 Mos. 0 Age as of September 1
 ADDRESS 458 Field Street Birthplace Danville Telephone No. 854-4278

ACADEMIC ACHIEVEMENT

Grade	School	Teacher	Language Arts			Social Studies	Arith.	Science	Health	Music/Art	Phy. Ed.
			Readg.	Wrtg.	Spkg.						
2		Lynnton	S	S	S		S	S	S	✓	S
3/3		Murphy	U	U	S-	S	U	U	U	✓	U
4		Rose	D	D	D	D	F	F	C	✓	C-

READINESS TESTS

Test	Grade	Form	C.A.	Reading	Numbers	Total	Percentile Rank

TEST RECORD - GENERAL

Grade	Test	Form	C.A.	M.A.	I.Q.	A.Q. (Grade Equiv.)	Percentile Rank
2	Metropolitan	B	7.7			2.7	49
2	Lorge-Thorndike	B	8.0	6.7	84		
3	"	A	9.0		89		

46/47

PREVIOUS SCHOOLS ATTENDED

*Repeated grade 3-absent 22 days; promoted

	Name	Occupation	Education	Siblings	Age
Father	Daniel	Brick Mason		Peggy	10
Mother	Mabel	College cafeteria		Dorothy	7
Step-parent or Guardian					

HEALTH CONDITIONS: Note any health conditions (physical handicaps, injuries, operations, etc.) which may be significant in understanding the child.

send them.

(18W)

STANFORD ACHIEVEMENT TEST RECORD

Grade	W. Mean- ing			Para. Meaning			Spelling			W. Study Skills			Language			Arith.Com- putation			Arith. Concepts			Arith. Appl.			Social Studies			Science		
	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S			
4	2.6	4	2	2.8	12	3	2.6	6	2	1.9	6	2	2.4	6	2	2.5	4	2	3.0	22	3	3.0	10	2	-	-	-			
4	3.2	12	3	3.6	23	4	3.3	11	3	3.2	28	4	2.9	11	3	4.1	30	4	4.6	50	5	3.8	20	3	4.1	30	4	3.8	22	3

TEACHER COMMENTS

Had a difficult time in school this
year - needs lots of understanding.

Jean Lynton - grade two

Pathetically eager to help - dis-
liked by classmates - is a poor student.

Mary Murphy - grade three

Sally is repeating grade three;

Needs to strengthen reading skills. Child
very pleasant.

Mary Murphy - grade three

Absent and tardy a great deal - aggres-
sive child. Classmates think she is funny
(but do not like to sit near her). Poor work
habits...undependable.

Ann Rose - grade four

(12W) STUDENT'S NAME WOLFE Suzy M (F) Age as of September 1 10 Years 6 Mos. 6
 (Last) (Middle) (First) Sex
 ADDRESS 2521 Hamilton Ave. Birthplace Brownsville Telephone No. 854-3699

ACADEMIC ACHIEVEMENT

Grade	School	Teacher	Language Arts			Social Studies	Arith.	Science	Health	Music/Art	Phy. Ed.
			Readg.	Wrtg.	Splg. Eng.						
1		Raines	S	S			S				
2		Brown	D	C	C	D	D	✓	S	✓	✓
3		Murphy	S+	S+	S+	S+	S+	S	S+	✓	✓
4		Hopkins	B	C	C	C	C-	B	B	✓	B

READINESS TESTS

Test	Grade	Form	C.A.	Reading	Numbers	Total	Percentile Rank
Metropolitan	1	S	6.7	Aver.	Aver.	Aver.	55

TEST RECORD - GENERAL

Grade	Test	Form	C.A.	M.A.	I.Q.	A.Q. (Grade Equiv.)	Percentile Rank
2	Lorge-Thorndike	B	8.2	6.10	85		
3	"	A	8.10	8.9	99		

ATTENDANCE										PREVIOUS SCHOOL ATTENDED									
(12W)																			
Days Absent	Total No. of Days Possible	Grade						Grade											
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		5	2	3	0														
		175	175	175	175	177													
Promotion Yes/No		Yes	Yes	Yes	Yes	Yes													

FAMILY AND PERSONAL DATA						
	Name	Occupation	Education	Siblings	Age	
Father	Arnold	Insurance Salesman (Mutual)	College - one year	Gail Robert	8 6	
Mother	Edna	Bristol Plastics	H.S. - graduate			
Step-parent or						

HOME AND FAMILY BACKGROUND: Note any home or family conditions (language spoken, decease of either parent, health) which <u>may</u> be significant in understanding the child.	HEALTH CONDITIONS: Note any health conditions (physical handicaps, injuries, operations, etc.) which <u>may</u> be significant in understanding the child.
The father has been the leader of the	
American Freedom Party (or American Independent Party) Organization.	
Mother works as secretary - children	
arrive home from school before parents every day.	

(12W)

STANFORD ACHIEVEMENT TEST RECORD

Grade	W. Mean- ing			Para. Meaning			Spelling			W. Study Skills			Language			Arith. Com- putation			Arith. Concepts			Arith. Appl.			Social Studies			Science		
	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S	GE	PR	S
3	1.8		2	1.8		2	1.5		2	1.7		2	2.5		4	2.8		5	1.7		2				1.6		2	1.6		2
4	3.5	30	4	4.1	50	5	4.0	46	5	2.8	26	4	3.2	26	4	3.6	28	4	3.0	22	3	4.0	42	5	4.0	46	5	3.6	28	4
4	2.9	6	2	4.8	56	5	4.9	60	6	3.6	34	4	5.3	66	6	4.6	50	5	5.4	70	6	4.9	62	6	4.6	50	5	3.7	18	3

TEACHER COMMENTS

Quiet and shy.

Marsha Raines - grade one

Fragile child - selfish - uncooperative.

A good, average student - works hard -

Parents dislike Negroes and this has had

conscientious. Very quiet.

an effect on Suzy's relationships in

class. Weak in arithmetic.

Mabel Brown - grade two

Hopkins - grade four

A good worker - dependable. Suzy's work is

Interests and activities: Piano and

above average - eager to please.

basketball

Mary Murphy - grade three

II. LAKEMONT HIGH SCHOOL INFORMATION

Excerpts from the Faculty Handbook

PHILOSOPHY OF LAKEMONT HIGH SCHOOL

Every individual has the right to opportunities to develop his full and unique potential (intellectual, physical, moral and cultural) in order that he may function as a contributing member of our democratic society. These opportunities should be unique for each individual, designed to fulfill his individual needs.

Lakemont High School is dedicated to this principle. It is the responsibility of the school to design and develop programs that meet the needs of individual students as they seek learning experiences which will promote intellectual, moral and physical development and equip them with those skills and attitudes vital to successful living in our society.

OBJECTIVES

The philosophy of Lakemont High School can be realized in relation to the extent to which the following *Objectives* are achieved:

1. To consider the mental, emotional, spiritual and physical well-being of each student in our relationship with him.
2. To help each student develop to the fullest of his ability.
3. To encourage each student to think clearly, carefully, constructively, and critically and to develop an effective method of inquiry.
4. To determine "where the student is" and lead him as far in his skill subjects as his native ability and our teaching skills and resources allow.
5. To help develop a well-rounded student by exposing him to many varied and rich experiences, both firsthand and vicarious.
6. To develop moral and spiritual values within each child that are desirable by the standards of our society.
7. To help each student develop an understanding and sincere appreciation of science, art, music, literature, and the quest for knowledge.
8. To encourage each student to pursue his special interests and develop worthy use of leisure time.
9. To seek the cooperation of parents and the community in successfully carrying out vital educational tasks.
10. To develop an appreciation for our heritage and a love for the American way of life.

A "THUMBNAIL" SKETCH OF THE SCHOOL AND THE SCHOOL COMMUNITY

Lakemont High School has an enrollment of approximately 1,800 students in grades 9-12. The original plant, constructed in the late 1920's and enlarged in the late 1950's, has the rated capacity to accommodate 2,000 students. In addition to regular classrooms, the building houses special laboratories (e.g., science, home economics); a cafeteria; an auditorium; a gymnasium; a library; vocational and industrial arts shops; and guidance, health and administrative suites.

The community served by Lakemont High is racially and ethnically mixed, and the school's enrollment is reflective of this fact. Approximately 60% of Lakemont's students are white. The remainder are members of minority groups, the largest of which is Negro and comprises about 30% of the school population.

The parents of Lakemont High School students fall into all occupational and professional categories. The majority are skilled or semi-skilled, blue collar factory workers or tradesmen. Relatively smaller numbers are "domestics," white collar or self-employed workers, managerial, personnel, proprietors, and professionals.

In about one fourth of the families served by the school, both parents are employed; approximately another fourth of the families receives public assistance, mainly in the form of Aid to Dependent Children.

Lakemont High School offers a "comprehensive" secondary school program with four major components: the academic, the vocational, the commercial, and the general. The academic program includes honors courses in science, math, and literature for highly motivated, college-bound students. Among the courses included in the vocational program are auto mechanics and electronics for boys and a distributive education for both boys and girls. The commercial program centers primarily around typing and office skills and enrolls mostly girls. The general program provides course offerings (for non-college-bound and non-vocationally oriented students) which permit fulfillment of high school graduation requirements. An important part of this program is a battery of basic courses offered in the major subject matter areas for students needing remedial work. (Many Lakemont students come to the school with weak academic backgrounds. The basic courses carry regular credit for graduation, but they are designed in part to help interested students master skills required for successful performance in the vocational and commercial programs.) A variety of courses in music, art, industrial arts, and home economics are offered as general elective courses and are open to students enrolled in all four of the school's basic instructional programs.

A wide and varied program of extraclass activities complements Lakemont's formal academic program. Inter-scholastic and intramural athletics, special interest

and service clubs, and student government activities (e.g., student council) are promoted vigorously at Lakemont High School in recognition of the fact that all student needs cannot be met in the formal classroom.

Lakemont High has a professional staff of approximately 80 teachers, administrators, and specialists (e.g., guidance counselors, librarians, nurse), all of whom are certified by the State Department of Education as fully qualified to fill their respective positions. The faculty is racially integrated and a continuing effort is made to maintain a ratio of Negro-to-white staff members that approximates as closely as possible the racial composition of the student body. The pupil-teacher ratio at Lakemont is kept at approximately 25-1.

Overall, Lakemont strives to be representative, in the best sense, of the "comprehensive high school" which has served its heterogeneous student body so long and well within the framework of the American public school system. You may take genuine pride in being a member of Lakemont's staff.

DISCIPLINARY ACTION

. . . teachers are responsible initially for handling discipline problems arising under their supervision. When outside help is needed, these procedures should be followed:

1. Ask for an appointment to discuss the problem with the principal or assistant principal without the student present.
2. If you have done the above and have tried your best to put advice given into operation, but without success, let the principal know so that he can set up a conference with the parents, the student, and yourself.
3. If this does not bring a successful conclusion to the case (as it usually does) then the case should be referred, with the consent of the principal, to an appropriate source for addition help (such as your health coordinator, psychologist, Speech Correction Clinic, medical advisors, Society for the Prevention of Cruelty to Children, or Juvenile Court). It then becomes a "referral case" and psychiatric and physical examinations may be given in the attempt to determine the nature of the problem and the best possible solutions. *NOTICE THAT THE PREVIOUS PARAGRAPHS AT NO TIME STATE THAT IT IS ALL RIGHT TO SEND THE STUDENT TO THE OFFICE ALONE FOR ANY DISCIPLINARY ACTION.*

PARENT-TEACHER ASSOCIATION

Each teacher is expected to join the P.T.A. The meetings are held on the second Tuesday of each month. Each teacher is urged to attend.

PARENT CONFERENCES AND VISITATION

Teachers are encouraged to talk with parents about their children at every possible opportunity. However, parents should be encouraged to report to the Principal's office before visiting classrooms or teachers during school hours. Parent conferences pertaining to specific problems (e.g., academic, behavioral), should be held in the Principal's conference room.

Parents' night will be observed following each report card period. On these evenings parents will be invited to visit and talk with each of their children's teachers about grades or general progress in school. Each teacher will be present on those nights.

REPORT CARDS

. . . letter grades A - B - C - D - F are used on report cards. These have the following numerical values: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = below 60.

STUDENT DRESS

Students should follow patterns of dress and grooming acceptable to our cultural norms. Their attire or personal grooming should not distract other students from their normal scholastic pursuits nor should they disturb or disrupt classroom activities.

FACULTY COMMITTEES

Faculty Activity Committee. This committee coordinates the pupil activity program, including all student clubs and organizations except the student government. *Each teacher sponsors or co-sponsors at least one student club or activity.* This is a required teacher responsibility inasmuch as extra-class activities are considered to be an important part of the total school program.

Student Government Committee. This faculty committee works directly with the student government in the development and implementation of its program. At present, this committee is reviewing student council recommendations for increased student involvement in policy decisions.

STUDENT CUMULATIVE RECORDS
LAKEMONT HIGH SCHOOL

BOYS

GREER, Ronald David
RAWLS, Dwayne Austin
WASHINGTON, Charles Edmond

GIRLS

BROOKS, Lorraine Virginia
SPEARS, Derrill Anne
WILLIAMS, Hannah Rebecca

Student's Name GREER RONALD DAVID (M) F Age 15 8
(W) (Last) (First) (Middle) (Sex) (Years) (Months)
Address 1709 Downing Avenue Birthplace Lakemont Phone 833-3001

PERSONAL INFORMATION

Father Richard W. Greer Age 42 Occupation Pharma. Sply. Salesman 854-9158 Education College, BA
Mother _____ Age 40 Occupation Housewife (phone) 833-3001 Education Jr. College
Siblings at same address: Age _____ Grade _____ Occupation/School _____

Susan Denise Greer 11 6 Valleybrook School

Siblings other than at address:

Other Information:

HEALTH RECORD

Ht. 5' 7" Wt. 161 lbs. Comments: _____
Eyes 20/20 Ears _____
Diseases _____

Vaccination Age 5
General Health Excellent
Last Physical 10th Grade
Doctor Richard Brown, M.D.

64/65

GREER, RONALD DAVID

SCHOLASTIC RECORD

Subject	7th	8th	9th	10th	11th	12th
Citizenship	C	C	D	D		
Study Habits	B	B	B	B		
English	B	B	B	B		
Mathematics	A	B	A	A		
Science	B	B	B	B		
Geography	B					
History		A	A	A		
Health	A					
Music	A					
Art						
Home Economics						
Industrial Arts		B				
Language			B	B		
Band						
Physical Educ.	A	A	A	A		
Days Present	178	179	90	90		
Days Absent	2	1	0	0		
Tardy	0	0	0	0		

REMARKS:

TEST SCORES

Longe-Thorndike ✓ Grade 9.2

Score: 127
Stanine: 8

California M.M. Grade

Differential Aptitude Grade

SCHOOL ATTENDANCE RECORD

Entered Lakemont High 9.0 Grade

Previous Schools Attended:

Name	Location	Grades
Lee Elementary	Lakemont	1.0-6.9
Lakemont Junior High	Lakemont	7.1-8.9

TEACHER COMMENTS

7th - Emily Widner - Constantly bids for attention. A good student.

8th - Dorothy Sims - Sometimes acts "cocky" but doesn't appear to suffer for friends - especially girls!

9th - Claude McNaire - Loud and sometimes coarse in class. Seems insensitive to feeling of classmates. Academics are no problem.

6/67

Student's Name RAWLS DWAYNE AUSTIN (M) F Age 15 11
(N) (Last) (First) (Middle) (Sex) (Years) (Months)
Address 1509 Carver Road Birthplace Lakemont Phone 833-1000

PERSONAL INFORMATION

Father Gerald Age 37 Occupation Funeral Director 833-7492 Education high school
(Phone)

Mother Benita Age 34 Occupation Sales Clerk, Lakemont Dept. Store Education 1 yr. col.
(Phone)

Siblings at same address: Age Grade Occupation/School

Donna Lynn 13 8 Lakemont Junior High

Martha 12 7 Valleybrook Elementary

Jerome 9 3 Valleybrook Elementary

Siblings other than at address:

Other Information:

HEALTH RECORD

Ht. 5' 11" Wt. 160 lbs.

Eyes _____ Ears _____

Diseases _____

Vaccination Age 8

General Health Good

Last Physical 8th grade

Doctor _____

Comments:

68/69

SCHOLASTIC RECORD

Entered Lakemont High	9.0	Grade
Previous Schools Attended:		
Name	Location	Grade
Washington Elementary	Lakemont	1-8
Lakemont High	Lakemont	9-12
TEACHER COMMENTS		
77th - Marvin Burton - Slow		10th
Requires extra help with assignments		

Summer school required for passage into 8th and 9th grades.

Large-Thorndike	✓	Grade	9.2
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9th - Miriam Wells - Dwayne is	1944
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criticism or correction from me
with good grace

20/71

Student's Name WASHINGTON CHARLES EDMOND (M) F Age 15 9
(N) (Last) (First) (Middle) (Sex) (Years) (Months)
Address 416 Forsyth Place Birthplace Brownsville Phone ---

PERSONAL INFORMATION

Father Price S. Washington Age 37 Occupation Construction Worker 833-4091 Education 10th grade
(Phone)

Mother Mattie J. Washington Age 33 Occupation Maid Education 9th grade
(Phone)

Siblings at same address: Age Grade Occupation/School

Anne 14 8 Lakemont Junior

Walter 13 7 Lakemont Junior

Freeman 11 5 Valleybrook Elementary

Paula 5 0

Siblings other than at address:

Price, Jr. 18 11 (DO) Construction worker

Robert 8 State Home for Mental Retardates

Other Information:

Maternal grandmother, Mrs. Nellie Johnson, age 57, lives in home.

HEALTH RECORD

Ht. 5' 9" Wt. 143 lbs. Comments:

Eyes 20/30 Ears

Diseases German Measles, age 7

Vaccination Age 6

General Health Good

Last Physical 8th grade

Doctor

72/73

WASHINGTON, CHARLES EDMOND

SCHOLASTIC RECORD

Subject	7th	8th	9th	10th	11th	12th
Citizenship	B	A	B	O*		
Study Habits	B	B	B	O*		
English	C	D	D	D*		
Mathematics	C	C	D	C*		
Science	B	C	C	C*		
Geography	C					
History		D	C	D*		
Health	C					
Music	B					
Art						
Home Economics						
Industrial Arts		B				
Language						
Band						
Physical Educ.						
Days Present	88	154	69	85		
Days Absent	12	26	11	15		
Tardy	7	13	8	9		

REMARKS:

*Grades from Atlanta

TEST SCORES

Lorge-Thorndike ☒ Grade 9.2

Score: 103

Stanine: 5

California M.M. _____ Grade _____

Differential Aptitude _____ Grade _____

SCHOOL ATTENDANCE RECORD

Entered Lakemont High 9.1 _____ Grade Reentering 10.4

Previous Schools Attended:

Name	Location	Grades
West Lakemont School	Lakemont	2.3-5.4
Douglas Elementary	Douglas, Ky.	5.4-7.2(no record)
Smith Junior High	Tennbrook, Ga.	7.5-8.9
Lakemont High	Lakemont	9.1-9.4
East High	Atlanta, Ga.	9.4-10.3
Lakemont High	Lakemont	10.4-

TEACHER COMMENTS

7th _____ 10th _____

8th _____ 11th _____

9th - Claude McNaire - Quiet - shy - 12th
work suffers from gaps in schooling.
Few friends.

78/75

Student's Name BROOKS LORRAINE VIRGINIA M (F) Age 15 1
(N) (Last) (First) (Middle) (Sex) (Years) (Month)
Address 193 Dale Circle Birthplace Memphis, Tennessee Phone 833-6401

PERSONAL INFORMATION

Father Aaron Brooks Age 38 Occupation Brooks Ins. & Rel. Est. 854-3274 Education College

Mother Prudence Brooks Age 38 Occupation Teacher (Valleybrook Elem.) Education College

Siblings at same address: Age Grade Occupation/School

Teresa 13 8 Lakemont Junior

Austin, Jr. 8 3 Valleybrook Elementary

Siblings other than at address:

Other Information:

HEALTH RECORD

Ht. 5' 3" Wt. 112 lbs. Comments:

Eyes 20/20 Ears

Diseases Measles - Age 7

Vaccination Age 5

General Health Excellent

Last Physical Grade 10

Doctor Harold Dean, M.D.

26/77

BROOKS, LORRAINE VIRGINIA

SCHOLASTIC RECORD

Subject	7th	8th	9th	10th	11th	12th
Citizenship	A	A	A	A		
Study Habits	A	A	A	A		
English	A	B	B	B		
Mathematics	B	B	B	B		
Science	A	B	B	A		
Geography	B					
History		A	A	B		
Health						
Music						
Art						
Home Economics		A				
Industrial Arts						
Language						
Band						
Physical Educ.	A	A	B	A		
Days Present	180	177	90	90		
Days Absent	0	3	0	0		
Tardy	0	0	0	0		

REMARKS:

SCHOOL ATTENDANCE RECORD

Entered Lakemont High 9.0 Grade

Previous Schools Attended:

Name Washington Elementary Location Lakemont Grades 1-8

TEACHER COMMENTS

7th - Marvin Burton - Lorraine is a pleasure to have in class. She is very well mannered and conscientious.

8th - Marilyn Simpson - A precious girl.

9th - Miriam Wells - An all-round girl. Gets along well with all types.

TEST SCORES

Lorge-Thorndike ✓ Grade 9.2

Score: 115

Stanine: 7

California M.M. Grade

Differential Aptitude Grade

78/79

Student's Name SPEARS DERRILL ANNE M (F) Age 14 (Years) 9 (Months)
(W) (Last) (First) (Middle) (Sex)
Address 139-C Decker Place Birthplace Pickwick County, Tennessee Phone --

PERSONAL INFORMATION

Father (Deceased) Age Occupation (Phone) Education
Mother May Spears Age 31 Occupation Housewife (Phone) -- Education 8th grade
Siblings at same address: Age Grade Occupation/School

Leroy 11 5 Osgood Elementary
Janice 9 4 Osgood Elementary
Bernice 4

Siblings other than at address:

Other Information:

Family receives ADC and food stamps. Clothing and other materials are needed.

HEALTH RECORD

Ht. 5' 0" Wt. 105 lbs. Comments: Glasses obtained for Derrill in 5th grade through Welfare services.
Eyes 20/120 Ears
Diseases Chicken Pox, Measles
Pneumonia
Vaccination Age 5
General Health Fair
Last Physical Grade 9
Doctor Kenneth Nicholas, M.D.

SPEARS, DERRILL ANNE

SCHOOL ATTENDANCE RECORD											
Subject	7th	8th	9th	10th	11th	12th	Entered Lakemont High 9.0 Grade				
Citizenship	A	A	A	A							
Study Habits	C	C	C	C							
English	D	D	D	D							
Mathematics	C	D	D	C							
Science	D	C	C	C							
Geography	C										
History		D	D	D							
Health	D										
Music											
Art											
Home Economic		C									
Industrial Arts											
Language											
Physical Educ.	C	C	D	D							
Days Present	162	159	71	84							
Days Absent	18	21	19	6							
Tardy	13	16	3	11							
REMARKS:											
TEST SCORES											
Lorge-Thorndike ☒ Grade 9.2											
Score: 91											
Stanine: 4											
California M.M. Grade											
Differential Aptitude Grade											

TEACHER COMMENTS

7th - Mary Henry - Derrill is shy and slow. No trouble. Has a hard time staying up with assignment needs because of absences. Mother was contacted several times for appt. with no success.

8th - Dorothy Broadhaven - A sweet child. I hardly know when she is here and when she is not.

9th - Miriam Wells - Quiet. well-behaved. Many home responsibilities. Kitchen and Toilet facilities are shared with three other families. Derrill tries hard to keep up.

Student's Name WILLIAMS HANNAH REBECCA M (P) (R) (Sex) Age 16 (Years) 2 (Months)
(N) (Last) (First) (Middle)
Address 1730 Carver Road Birthplace Knoxville, Tennessee Phone 833-4927

PERSONAL INFORMATION

Father Carlton Williams Age 43 Occupation Deal's Lumber Co. 855-0039 Education High School
Mother Rebecca Williams Age 40 Occupation Waitress 855-9103 Education High School
Siblings at same address: Age Grade Occupation/School

Siblings other than at address:

<u>Carlton</u>	<u>22</u>	<u>--</u>	<u>Military Service</u>
<u>Theodore</u>	<u>20</u>	<u>--</u>	<u>Knoxville College, Knoxville, Tenn.</u>

Other Information:

HEALTH RECORD

Ht. 5'6" Wt. 143 lbs. Comments:
Eyes Ears
Diseases

Vaccination Age 5
General Health Excellent
Last Physical 9th Grade
Doctor

89/85

WILLIAMS, HANNAH, REBECCA

SCHOLASTIC RECORD

Subject	7th	8th	9th	10th	11th	12th
Citizenship	B	C	B C			
Study Habits	B	B	B B			
English	A	A	C B			
Mathematics	B	B	B B			
Science	A	A	B A			
Geography	A					
History		A	B B			
Health	A					
Music	A					
Art						
Home Economics		A				
Industrial Arts						
Language						
Band						
Physical Educ.	A	A	A A			
Days Present	178	174	84	89		
Days Absent	2	6	6	1		
Tardy	0	0	0	0		

REMARKS:

7th and 8th grades were obtained from transfer records of Knox County, Tennessee.

TEST SCORES

Large-Thorndike ☒ Grade 9.2

Score: 117

Stanine: 7

California M.M. _____ Grade _____

Differential Aptitude _____ Grade _____

SCHOOL ATTENDANCE RECORD

Entered Lakemont High 9.0 Grade _____

Previous Schools Attended:

Name	Location	Grades
Todd Elementary	Knox County, Tenn.	1-8
Lakemont High	Lakemont	9-

TEACHER COMMENTS

7th _____ 10th _____

8th _____ 11th _____

9th - Claude McNaire - Outspoken.
Achievement oriented.

9/87

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PARTICIPANT'S WORKBOOK
SOLVING MULTI-ETHNIC PROBLEMS:

**A Simulation Game for
Elementary and High School Teachers**

originated by

Dr. Frederick P. Venditti

Director, Educational Opportunities Planning Center
University of Tennessee

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Note: This Workbook contains, in tear-out form, the following materials.

1. Incident Response Sheets for each filmed episode.
2. Written Problems.
3. Incident Response Sheets for each Written Problem.

The Table of Contents below is for the Valleybrook Elementary School game.

The Table of Contents for the Lakemont High School game is on page 37.

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Valleybrook Elementary School

Sleeping Child

Incident Response Sheet for Participants

1. Identify the problem.
2. What factors do you believe may be contributing to the problem?
3. Exactly what would you say in response to the question asked at the end of the film?
4. What are some alternative long-term courses of action you might take to help Billy?

Sleeping Child (Contd.)

5. What information did you find (if any) that was helpful in formulating plans to help Billy?

6. What other information would you like to have?

How could it be obtained?

7. What personal value or values do you hold which prompted you to reach your decisions?

Valleybrook

Isolated Child

Incident Response Sheet for Participants

1. Identify the problem.
2. What factors do you believe may be contributing to the problem?
3. What would you say in response to the question asked at the conclusion of the film?
4. What are some long-term courses of action you might take to help Flora?

What might be the probable outcome(s) associated with each course of action?

Isolated Child (Contd.)

5. What information did you find (if any) that was useful in formulating alternatives?

6. What other information would you like to have?

How could it be obtained?

7. What personal value or values do you hold which prompted you to reach your decisions?

Valleybrook

The Curriculum is Questioned

Incident Response Sheet for Participants

1. Identify the problem.

2. What factors do you believe may be contributing to the problem?

3. Exactly how would you respond to the question at the end of the film?

The Curriculum is Questioned (Contd.)

4. What alternative long-term courses of action do you believe might be taken to solve this kind of problem?
5. What personal value or values do you hold which prompted you to reach your decisions?

Valleybrook

A Reading Problem

Incident Response Sheet for Participants

1. Identify the problem you have seen as specifically as possible.
2. Exactly how would you answer Tommy's question at the end of the film?
3. What factors do you believe may be contributing to the children's reading disabilities?
4. What specific information did you find that was useful in gaining a better understanding of each of the children?

A Reading Problem (Contd.)

5. What are some alternative instructional or evaluative procedures open to you for working to improve Sally's reading? George's? Tommy's?
6. Which available course(s) of action would you choose for each child? Why?
7. What special materials and/or techniques would you employ with each child?
8. What personal value or values do you hold which prompted you to reach your decisions?

Valleybrook

A Plea for Help

Incident Response Sheet for Participants

1. What seems to be the troubled teacher's problem?
2. What factors do you believe are contributing to her problem?
3. What alternatives are open to her in solving the problem?
4. What specific response would you give to her request for help at the conclusion of the film?

A Plea for Help (Contd.)

5. In what ways, if any, do you think you might help her to solve the problem?
6. How could a total school come to grips with this type of problem?
7. What personal value or values do you hold which prompted you to reach your decisions?

Valleybrook

A Problem for the Faculty

Incident Response Sheet for Participants

1. Identify the problem.
2. What do you believe are the factors contributing to the problem?
3. What alternatives are open to Mr. Martin as he works in the problem situation?
4. In what ways, if any, do you think the faculty can work to solve the problem?

A Problem for the Faculty (Contd.)

What might be the probable outcome(s) associated with each course of action?

5. In what ways, if any, do you think you personally might contribute to a solution of the problem?
6. What personal value or values do you hold that prompted you to reach your decisions?

Valleybrook

Teachers' Lounge

Incident Response Sheet for Participants

1. What seems to be the complaining teacher's problem?
2. What factors do you believe are contributing to her problem?
3. What alternatives are open to her in resolving the problem?
4. How would you answer her question at the end of the film?

Teachers' Lounge (Contd.)

5. What action(s), if any, do you believe you personally could take to help alleviate the complaining teacher's problem?

6. What (if any) school-wide approaches could be taken?

What might be the probable outcome(s) associated with each course of action?

7. What personal value or values do you hold that prompted you to reach your decisions?

Valleybrook

An Unexpected Encounter

Incident Response Sheet for Participants

1. What seems to be the problem?
2. What factors do you believe have contributed to the attitude of Suzie's father?
3. Exactly what would you say to the upset father at the end of the film?

An Unexpected Encounter (Contd.)

4. What steps (if any) would you take in an attempt to prevent a recurrence of the type of incident responsible for the complaint?

What might be the probable outcome(s) associated with each course of action?

5. What personal value or values do you hold that prompted you to reach your decisions?

Valleybrook

The Birthday Party

Written Problem

Just before school starts on Monday morning a pupil hands Terry Patterson the following note:

Dear Teacher:

Larry's birthday is this coming Wednesday. I am planning a party for him after school that day and want to invite all of the white children in your room to attend. Is it all right if Larry brings written invitations to give to the children tomorrow? I will be away from home all day today until late this evening and cannot be reached by telephone - I must drive to Springer to look in on my mother who has been ill. Please send your answer home with Larry in a note. Thank you very much.

Sincerely yours,

Mrs. Keeler

A record for Larry Keeler is available in the Participant's Handbook.

Valleybrook

The Birthday Party

Incident Response Sheet for Participants

1. Identify the problem.

2. What are some factors which should be taken into consideration in working out a solution to the problem?

3. What, if any, long-range implications are connected with the problem?

The Birthday Party (Contd.)

4. What would you say in your note to Mrs. Keeler?
(Write your exact reply.)
5. What are some alternative ways to prevent a similar problem from arising again?
6. What value or values do you hold that prompted you to reach your decisions?

Valleybrook

A Communication Problem (Negro)

Written Problem

Terry stops in the office before school to check the mail. The following communication is in all of the teachers' boxes.

Dear Teacher:

All day yesterday I thought about a problem that was raised, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem? The difficulty some of you reported you are having in communicating orally with your Negro pupils. There seemed to be general agreement among those of you who are white that many expressions and pronunciations used by your Negro students are unfamiliar or unintelligible to you. You also expressed the concern that some of your own middle-class white speech forms and pronunciations might be equally unfamiliar or unintelligible to many of your Negro pupils.

I should like for us to discuss and work together on this problem in a special staff meeting on Wednesday afternoon next week.

To expedite our work on Wednesday, I should like for each of you to do the following before the meeting: (1) Write down a list of all possible ways you can think of by which individual teachers in their own classrooms might help their Negro pupils improve their speech and understanding of "standard" English. (2) Write down a list of all possible things you can think of that might be done cooperatively by a few teachers on a school-wide basis to lessen the communication problem between white teachers and Negro pupils. (3) Write down a list of all possible things you can think of that I and/or Central Office personnel might do to assist with the solution of the problem.

If you will do the above, I believe by working in our staff meeting, initially in small groups and later all together, we can come up with composite guidelines that may be of real help to us. Anyway let's give it a try.

Thomas Simpson

Valleybrook

A Communication Problem (Negro)

Incident Response Sheet for Participants

1. Identify the problem.
2. Draw up the lists of suggestions requested by Mr. Simpson.
3. What sources of information were available (if any) which were useful as you formulated your suggestions?

A Communication Problem (Negro) (Contd.)

4. What other information would you like to have had?

How could it be obtained?

5. What personal value or values prompted you to reach your decisions?

Valleybrook

A Communication Problem (Puerto Rican or Mexican-American)

Written Problem

Terry stops in the office before school to check the mail. The following communication is in all of the teachers' boxes.

Dear Teacher:

All day yesterday I thought about a problem that was raised, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem? The difficulty some of you reported you are having in communicating with your Puerto Rican students.

I should like for us to discuss and work together on this problem in a special staff meeting on Tuesday afternoon next week.

To expedite our work on Tuesday, I should like for each of you to do the following before the meeting: (1) Write down a list of all possible ways you can think of by which individual teachers in their own classrooms might help their Puerto Rican students to improve their proficiency in speaking and writing standard English. (2) Write down a list of all possible things you can think of that might be done cooperatively by a group(s) of teachers to accomplish the same end. (3) Write down a list of all possible things you can think of that I and/or Central Office personnel might do to assist with the solution of the problem.

If you will do the above, I believe by working in our staff meeting, initially in small groups and later all together, we can come up with composite guidelines that may be of real help to us. Anyway, lets give it a try.

Thomas Simpson

Valleybrook

A Communication Problem (Puerto Rican or Mexican-American)

Incident Response Sheet for Participants

1. Identify the problem.

2. Draw up the lists of suggestions requested by Mr. Simpson.

3. What sources of information were available (if any) which were useful as you formulated your suggestions?

A Communication Problem (Puerto Rican or Mexican-American) (Contd.)

4. What other information would you like to have had?

How could it be obtained?

5. What personal value or values prompted you to reach your decisions?

Valleybrook

Fighting Boys

Written Problem

Last week Terry Patterson received the following note:

Teacher_____:

Today my boy came home from school and told me that you had jumped on him for fighting with that Hayes boy. I refuse to put up with this and it had better not happen again. If it does there will be trouble and you will be very sorry.

Timothy Rick

The next day Terry sent the following note in answer to Mr. Rick.

Dear Mr. Rick:

I regret that the fighting incident to which you referred in your note occurred. Since both boys were fighting, however, it would have been unfair to have reprimanded one and not the other. Obviously, we cannot permit fighting as someone might get hurt. In addition, it upsets the other children. Perhaps with your cooperation it will not happen again.

I hope you understand.

Terry Patterson

At the moment Mr. Rick is waiting in the main office to see Terry Patterson. He is quite upset and angry. Mr. Simpson has just sent a request for Terry to come to the office.

Records for both boys are available in the Participant's Handbook.

Valleybrook

Fighting Boys

Incident Response Sheet for Participants

1. What is the immediate problem to be faced in the impending confrontations with Mr. Rick?
2. What, if any, immediate preparations can you make for the conference?
3. Would or would you not ask to have David and Billy brought into the conference? Why or why not?
4. What is the long-term nature of the problem?

Fighting Boys (Contd.)

5. What are some factors to be taken into consideration in working out a solution to the long-term problem?
6. What are some alternative courses of action you might follow in an attempt to deal with the problem in the future?

What are the probable outcomes associated with each course of action?

7. What, if any, school-wide action could be taken to alleviate this type of problem?
8. What personal value or values do you hold that prompted you to reach your decisions?

Valleybrook

A New Pupil's Problem

Written Problem

Rachel Braun, a new student, hands the following note to Terry before school:

Dear Teacher:

My daughter, Rachel, enrolled in your school the day before yesterday. Last night she reported to her father and me that a classmate, David Rick, had called her anti-Jewish names throughout the day. Rachel has never been attacked in this manner in school before and is extremely upset by the Rick boy's behavior toward her.

I'm sure you would not approve of what is going on and am taking this means of immediately calling it to your attention. I dislike writing, but we will not have telephone service for several more days, and I work, myself, and cannot get to the school during regular school hours.

Would you please speak to the Rick boy and ask him to stop calling Rachel names? Also, would you please send a note home this afternoon with Rachel confirming your willingness to do this and giving me any suggestions you might have as to how my husband and I might be helpful in getting this matter settled. If you think it advisable, we will take this problem up directly with David Rick's parents.

I'm sure you will understand how important it is that we get this matter ironed out at once. Rachel is a sensitive child whose smooth adjustment to her new school is being threatened.

Thank you very much for your help and cooperation.

Sincerely yours,

Mrs. David Braun

A record for David Rick is available in the Participant's Handbook.

Valleybrook

A New Pupil's Problem

Incident Response Sheet for Participants

1. Identify the problem.

2. What are some factors which should be taken into consideration in working out a solution to the problem?

3. What, if any, long-range implications are connected with the problem?

4. Where would you seek background information about the problem?

-

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Problem

Incident Response Sheet for Participants

A Spirit Problem (Contd.)

4. What could you do as an individual teacher to contribute to the solution of the problem?

What are some long-range, school-wide solutions for the problem?

5. What values do you hold that prompt your suggested solutions for the problem?

We Were There (Contd.)

4. What could you do as an individual teacher to contribute to the solution of the problem?

What are some long-range, school-wide solutions for the problem?

5. What values do you hold that prompt your suggested solutions for the problem?

Lakemont

Volunteer Parents

Incident Response Sheet for Participants

1. What is the problem?

2. What factors are contributing to the problem?

3. Where did you find information that you consider relevant to the problem?

What was it?

What would you do as an individual teacher?

Incident Response Sheet for Participants

Order in the Classroom (Contd.)

4. What could you do as an individual teacher that would contribute to the solution of the problem?
5. What are some long-range, school-wide solutions for the problem?
6. What values do you hold that prompt your suggested solutions for the problem?

Do you have any other information that you would like to provide?

A Matter of Dress (Contd.)

4. Where did you find information that you consider relevant to the problem?

What was it?

Where would you seek additional information if you felt it was needed?

5. What could you do as an individual teacher to solve the problem?

What are some long-range, school-wide solutions for the problems?

6. What values do you hold that prompt your suggested solutions for the problem?

Lakemont

A Parent Conference

Incident Response Sheet for Participants

1. What is the problem?
2. What are the factors contributing to the problem?
3. How would you answer the question at the end of the film?

A Parent Conference (Contd.)

4. Where did you find information that you consider relevant to the problem?

What was it?

Where would you seek additional information if you feel it is needed?

5. What could you do as an individual teacher that would contribute to the solution of the problem?
6. What are some long-range, school-wide solutions for the problem?
7. What values do you hold that prompt your suggested solutions for the problem?

Lakemont

A Communication Problem (Negro)

Written Problem

Sandy stops in the office before school to check the mail. The following communication is in all of the teachers' boxes.

Dear Teacher:

All day yesterday I thought about a problem that was raised, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem? The difficulty some of you reported you are having in communicating orally with your Negro pupils. There seemed to be general agreement among those of you who are white that many expressions and pronunciations used by your Negro students are unfamiliar or unintelligible to you. You also expressed the concern that some of your own middle-class white speech forms and pronunciations might be equally unfamiliar or unintelligible to many of your Negro pupils.

I should like for us to discuss and work together on this problem in a special staff meeting on Wednesday afternoon next week.

To expedite our work on Wednesday, I should like for each of you to do the following before the meeting: (1) Write down a list of all possible ways you can think of by which individual teachers in their own classrooms might help their Negro pupils improve their speech and understanding of "standard" English. (2) Write down a list of all possible things you can think of that might be done cooperatively by a few teachers on a school-wide basis to lessen the communication problem between white teachers and Negro pupils. (3) Write down a list of all possible things you can think of that I and/or Central Office personnel might do to assist with the solution of the problem.

If you will do the above, I believe by working in our staff meeting, initially in small groups and later all together, we can come up with composite guidelines that may be of real help to us. Anyway let's give it a try.

Walter Dennis

Lakemont

A Communication Problem (Negro)

Incident Response Sheet for Participants

1. Identify the problem.
2. What are the factors contributing to the problem?

-
- This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf of a book. The paper has a slightly textured appearance with some minor creases and discoloration, characteristic of old paper. There are a few small, dark spots scattered across the surface, possibly due to foxing or handling over time. The overall tone is a warm, off-white or light beige.

Lakemont

A Communication Problem (Puerto Rican or Mexican-American)

Written Problem

Sandy stops in the office before school to check the mail. The following communication is in all of the teachers' boxes.

Dear Teacher:

All day yesterday I thought about a problem that was raised, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem? The difficulty some of you reported you are having in communicating with your Puerto Rican students.

I should like for us to discuss and work together on this problem in a special staff meeting on Tuesday afternoon next week.

To expedite our work on Tuesday, I should like for each of you to do the following before the meeting: (1) Write down a list of all possible ways you can think of by which individual teachers in their own classrooms might help their Puerto Rican students to improve their proficiency in speaking and writing standard English. (2) Write down a list of all possible things you can think of that might be done cooperatively by a group(s) of teachers to accomplish the same end. (3) Write down a list of all possible things you can think of that I and/or Central Office personnel might do to assist with the solution of the problem.

If you will do the above, I believe by working in our staff meeting, initially in small groups and later all together, we can come up with composite guidelines that may be of real help to us. Anyway, lets give it a try.

Walter Dennis

A Communication Problem (Puerto Rican or Mexican-American)

1. Identify the problem.

2. What are the factors contributing to the problem?

A Communication Problem (Puerto Rican or Mexican-American) (Contd.)

3. Draw up the lists of suggestions requested by Mr. Dennis.

4. What personal value or values prompted you to reach your decisions?

Lakemont

An Angry Mother

Written Problem

Sandy has noted that Dwayne, a black homeroom student, has made failing grades at the end of the first semester in algebra, biology, and world history and suggested to Dwayne yesterday that he should consider enrolling in basic remedial courses. (At Lakemont High, the remedial classes are predominantly black.) Dwayne has just handed to Sandy the note reproduced below:

Dear Teacher:

My son came home very angry yesterday because you told him he would have to drop out of his academic classes and take some remedial courses this semester. I am aware of what "tracking" is and of how it can be used to get around integration. I cannot imagine how you can be so determined to resist integration that you would use this tactic. All you are succeeding in teaching is hate and humiliation. I demand that Dwayne be kept in his academic classes where he will be with both white and black students. I shall come to school this afternoon to discuss this matter with you further.

Sincerely,

Mrs. Gerald R. Rawls

You have decided to see Mrs. Rawls after school today despite the tone of her note and the short notice she has given of her intention to talk with you.

A record for Dwayne is available in the Participant's Handbook.

Lakemont

An Angry Mother

Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. How would you prepare for the conference with Mrs. Rawls?

An Angry Mother (Contd.)

4. What are some alternative approaches to the solutions of Dwayne's problem?
5. What are some long range, school-wide solutions for similar problems of other Lakemont High students?
6. What values do you hold that lead you to offer your suggested solutions?

Lakemont

Trouble Ahead?

Written Problem

When Sandy's homeroom group leaves the room Sandy notices a sheet of paper on the floor under the seat of Charles Washington, a black student who has been in the homeroom group for only two weeks. Sandy, wanting a tidy room, picks up the paper and finds it to be the following note:

Charley

We going tare up Louis Ruz gang tomorrow nite at the park. They say they be ther. You want in the Royals better get in on it. We need good cats. See me after school.

Alfred

Sandy has heard students and colleagues say that Alfred Wetmore and Luis Ruiz (neither of whom Sandy has in classes or homeroom) are respectively leaders of rival black and Puerto Rican gangs. Sandy fears a violent gang fight may be in the offing and decides personal action must be taken.

A record for Charles Washington is available in the Participant's Handbook.

Trouble Ahead?

Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. What immediate action(s) would you take?

What are the probable outcomes associated with each?

Trouble Ahead? (Contd.)

4. What are some long range school-wide actions that might be taken to deal with the problem?

What are the probable outcomes associated with each course of action?

5. What values do you hold that prompted you to offer your suggested solutions?

Lakemont

A New Pupil's Problem

Written Problem

Rachel Braun, a new homeroom student, hands the following note to Sandy before school:

Dear Teacher:

My daughter, Rachel, enrolled in your school the day before yesterday. Last night she reported to her father and me that a classmate, Ronald Greer, had called her anti-Jewish names throughout the day. Rachel has never been attacked in this manner in school before and is extremely upset by the Greer boy's behavior toward her.

I'm sure you would not approve of what is going on and am taking this means of immediately calling it to your attention. I dislike writing, but we will not have telephone service for several more days, and I work, myself, and cannot get to the school during regular school hours.

Would you please speak to the Greer boy and ask him to stop calling Rachel names? Also, would you please send a note home this afternoon with Rachel confirming your willingness to do this and giving me any suggestions you might have as to how my husband and I might be helpful in getting this matter settled. If you think it advisable, we will take this problem up directly with Ronald Greer's parents.

I'm sure you will understand how important it is that we get this matter ironed out at once. Rachel is a sensitive child whose smooth adjustment to her new school is being threatened.

Thank you very much for your help and cooperation.

Sincerely yours,

Mrs. David Braun

A record for Ronald Greer is available in the Participant's Handbook.

Lakemont

A New Pupil's Problem

Incident Response Sheet for Participants

1. Identify the problem.
2. What are some factors which should be taken into consideration in working out a solution to the problem?
3. What, if any, long-range implications are connected with the problem?
4. Where would you seek background information about the problem?

A New Pupil's Problem (Contd.)

5. What would you say in your note to Mrs. Braun?
(Write your exact reply.)

6. What are some alternative ways to prevent similar problems from arising in the future?

7. What value or values do you hold that prompted you to reach your decisions?